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| Subject: ELA | **Teacher:** | | | **Grade Level: 4** | | **Date(s): September 19 – September 23** | | | |
| **I Can Statements & Learning Targets (I can……..):**   * I can read closely text using key reading strategies. * I can use details and examples when explaining what the text says. * I can make inferences from the text. | | | | | | | | | |
| **Content: NC ScoS**  **RL 4.1, RL 4.4, RI 4.4, RFS 4.4a, RF 4.3,W 4.3a, SL 4.1 a, L 4.1a, L 4.2b**  **Week 4 Grammar Focus: Pronouns/Adverbs; Commas/Quotations**  **NOTE: MAP BOY – September 14 – 30; continues October 1-2.**  *Adjust accordingly.* | | | | **Technology Standards & Resources:**  **4.SI.1.1**  **4.SI.1.2**  **4.TT.1.2**  **4.TT.1.3**  [**http://www.activityvillage.co.uk/greek-myths**](http://www.activityvillage.co.uk/greek-myths)  [**http://www.mythweb.com/heroes/heroes.html**](http://www.mythweb.com/heroes/heroes.html)  [**www.readingaz.com**](http://www.readingaz.com)  [**http://www.ixl.com/promo?partner=google&campaign=1332&adGroup=4th+Grade&redirect=%2Fstandards%2Fcommon-core%2Fela%2Fgrade-4&gclid=CLyv98rH6L8CFcZQ7AodylwAng**](http://www.ixl.com/promo?partner=google&campaign=1332&adGroup=4th+Grade&redirect=%2Fstandards%2Fcommon-core%2Fela%2Fgrade-4&gclid=CLyv98rH6L8CFcZQ7AodylwAng)  **Great Examples of Formative Assessments to embed throughout:** [**http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html**](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html) | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?)  Why is it necessary to refer to details and examples in a text when explaining what it means?  What strategies do I use as a reader to read closely a text?  How do certain words and phrases impact the meaning of the text? How has language been affected by the influence of Greek mythology? | | | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.)  Who?  Where?  Which one?  What?  How?  Why? (Remember)  Who will gain and who will lose? (Evaluate) | | | | | |
| **Vocabulary:**  Academic/Content  Reading closely, monitoring, inferring, questioning, visualizing, important, summarize, details, mythology, language, text | | | | **Teacher Resources:**  <http://www.activityvillage.co.uk/greek-myths>  <http://www.mythweb.com/heroes/heroes.html>  [www.readingaz.com](http://www.readingaz.com) (Close Read Packets- can use Greek Heroes)  Stone Fox  Other Picture Books | | | | | |
| **Monday**  **Subject Integration:** | **Whole Group**  Let students know that you will be showing them how to engage in a process of reading closely and responding and that they will then be expected to do this on their own and in groups. You will be discussing and modeling key reading strategies during close reads this week: monitoring, inferring, questioning, visualizing, deciding what’s important, and summarizing.  Choose a text-suggestion **Tales of a Fourth Grade Nothing**. Read aloud, pausing at points to show students how you read closely, tracking meaning, monitoring your understandings, and thinking through any questions you may have. (Sticky notes can be used <http://www.learnnc.org/lp/pages/2976>) http://www.learnnc.org/lp/pages/2976 Let students “see” your thinking processes and encourage them to do the same types of deep thinking as they read independently. \*This book can be read throughout the week along with identifying what strategies you are using when reading.  Another Text Suggestion: Read a myth about King Midas and his golden touch. <http://www.readinga-z.com/books/leveled-books/book/?id=778>  OR  Daily 5 Lesson for Monitor and Fix Up Strategy  <http://www.thedailycafe.com/app/webroot/uploads/files/BFL_CityGreen.pdf> | | | **Small Group**  **Introduce Work on Words Daily 5 Station. By this time, students should be able to do 3 rotations during guided reading.**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)**  **\*\*Guided Reading Focus for the Week:**  **Inferencing, Summarizing, Using Strategies to Decode and Understand Text and check for understanding** | | | | **Independent Work**  Record Key Reading Strategies and what they mean in notebook for students to refer to when reading. (p.5 in Common Core book)  Students choose a “just-fit” text. Practice reading closely, tracking meaning, monitoring your understandings, and thinking through any questions you may have. (Sticky notes can be used)  \*Students can practice with fiction and nonfiction texts throughout the week during independent work and Daily 5.  **Formative Assessment Ideas**- Anecdotal Records- Teacher Observation- Analyze sticky notes and conversations. | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Reread same text. Continue to model reading closely. Questions to support during modeling:   * Let’s work together to track what happens in each part. Describe what happened here. Does it say that explicitly or are we to infer that? What information helps us to infer that? * Which details and examples are we thinking about as we track meaning? What questions do we have? * What is your opinion about this character (event)? What evidence from the text supports that? Use p.9 “Evidence from the Text” in Common Core book. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Assign Greek Myth to groups of students to read. Have them practice reading closely with the focus on answering the Key Question. (See Reading A-Z link- myth close read packet)  Complete when reading:  Monitoring for Understanding Activity:  [**http://www.fcrr.org/studentactivities/c\_044c.pdf**](http://www.fcrr.org/studentactivities/c_044c.pdf) | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  Use close read packet story or another text to do the following assignment below. Model using the graphic organizer on p.8 to get students started.  Students map a set of who, what, where, when, why, and how questions and answers to check their understanding. Record the information on a Key Feature map (p.8). | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Continue from previous day. | |
| **Thursday**  **Subject Integration:** | **Whole Group**  Reread same text aloud today. Help students understand the allusion to Midas’ touch is based on the myth. Everything he touched turned to gold. The lesson to learn: Be careful what you wish for. Help students understand many phrases we use today are based on the Greek myths. \*Add to chart the theme.  Have students listen as you read and post interesting phrases on chart:  o Herculean effort: It will take a Herculean effort to win the basketball game against the world champs  o Achilles’ heel: Math is his Achilles’ heel, preventing him from getting straight A’s  o Midas touch: I always choose her as my partner because of her Midas touch. She always wins.  o Pandora’s box: Asking the students to make up all the school rules was like opening Pandora’s box. | | | **Small Group**  **Round 1: Meet with Below level students**  **Round 2: Meet with Middle/Low level students**  **Round 3: Meet with Middle/High students (alternate 2-3 times a week)** | | | | **Independent Work**  Have students work in a small group to read assigned Greek myths linked to the phrases. Ask them to use details from the reading to infer the meaning of the phrase/question that has been assigned to their group. (Assign group roles & review responsibilities) See Reading A-Z link.  Have students present the meaning of their group’s phrase to the class, citing evidence to support reasoning.  \***Formative Assessment: Teacher Observation of group participation and discussion, and student evidence.** | |
| **Friday**  **Subject Integration:** | **Whole Group**  Administer Common Weekly Assessment (CWA). Focus- RL 4.1/RI 4.1  \*Model how to do a book advertisement (p. 18 in CC book). | | | **Small Group**  \*You can meet with small group(s) such as below level students or pull students to intervene with specific skill to improve, but will have to administer a CWA (Common Weekly Assessment). Students will be prescribed one Daily 5 tasks to complete. | | | | **Independent Work**  Create a book advertisement on a text or passage they’ve been reading (p.18 in CC Book).  Daily 5 celebrations! | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities:  Do a Key Detail Illustration (p.17 in CC Book) Student chooses a key moment from the text they are reading and create an illustration that shows the important details. \*Can be modified for all groups. | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Daily Five Activities for the Week** | **Read to Self**  Continue to read to build stamina. Students record learning reflection in notebook. Using sticky notes to track monitoring. | **Read To Someone**  Read and identify what strategies are using. | | | **Listen to Reading** | | **Word Work**  Choose a word work idea from below. | | **Work on Writing**  Choose a writing idea from below. |

**Word Work Ideas:**

* FCRR Vocabulary/Phonics Activities (need to be made ahead of time). Organize in numbered folders for easy student/teacher use.
* Bulletin Board Word Walls in Classrooms:
  + Divided into 3rds: Academic Words/Content Words/Spelling Words
  + Start with sight words for spelling at each level
  + Words are switched out according to lesson plans (i.e., weekly spelling, academic and content may last longer).
* Word Tile Sorts/Word Cubes (already have in most classes)
* Words Their Way Sorts/Activities: Have the book resources-need to copy and organize.
* I-Pad Word Activities
* Word Study Cards/Sheets
  + Graphic Organizer: Word/Definition/Synonym/Antonym/Sentence/Example/Non-example

**Read-to-Self Reading Response Ideas:**

* CROP-QVS-Taught at the beginning of the year
* Students choose a letter to write response to.
  + Can be written on something motivating like:
    - Leaves/trees
    - Fish/Ocean
    - Bubble gum/Machine
  + On main part: writing reminders: Grammar/Capitalization/Punctuation
  + Student adds to growing wall of items.
  + Require \_\_\_\_\_ per week or reading?

**Read to Someone Ideas:**

* Ring of question stems
* Check mark with questions stems for younger readers
* CROP-QVS Dice Activity

**Work on Writing Ideas:**

* Brainstorm with teachers
* Plays, Poetry, etc.
* Rich writing environment: paper, tools, pictures for inspiration, etc.
* Can be a teacher assignment from Writing Block to complete before choice of writing.
* Writing Dice….with prompts or questions to answer.
* Shared Notebooks of writing subjects.